A Framework for Coherence:

College and Career Readiness Standards, Multi-Tiered Systems of Support, and Educator Effectiveness

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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Envision a Classroom in Which….

- High expectations and rigorous, yet achievable targets are established for all students.
- Student progress is monitored regularly and used to do the following:
  - Determine the effectiveness of instruction.
  - Identify student needs for supplemental instruction and services.
- Students are encouraged to reflect on their work and are keenly aware of their performance and ways to improve.
- Students are actively engaged in content through meaningful and purposeful instruction.
- Students exit the classroom with skills that ensure college and career readiness.

Introduction to the Framework for Coherence

College and Career Readiness Standards

Instructional Shifts

Deep Learning of Concepts and Skills

Multi-Tiered Systems of Support

Quality Instruction and Support

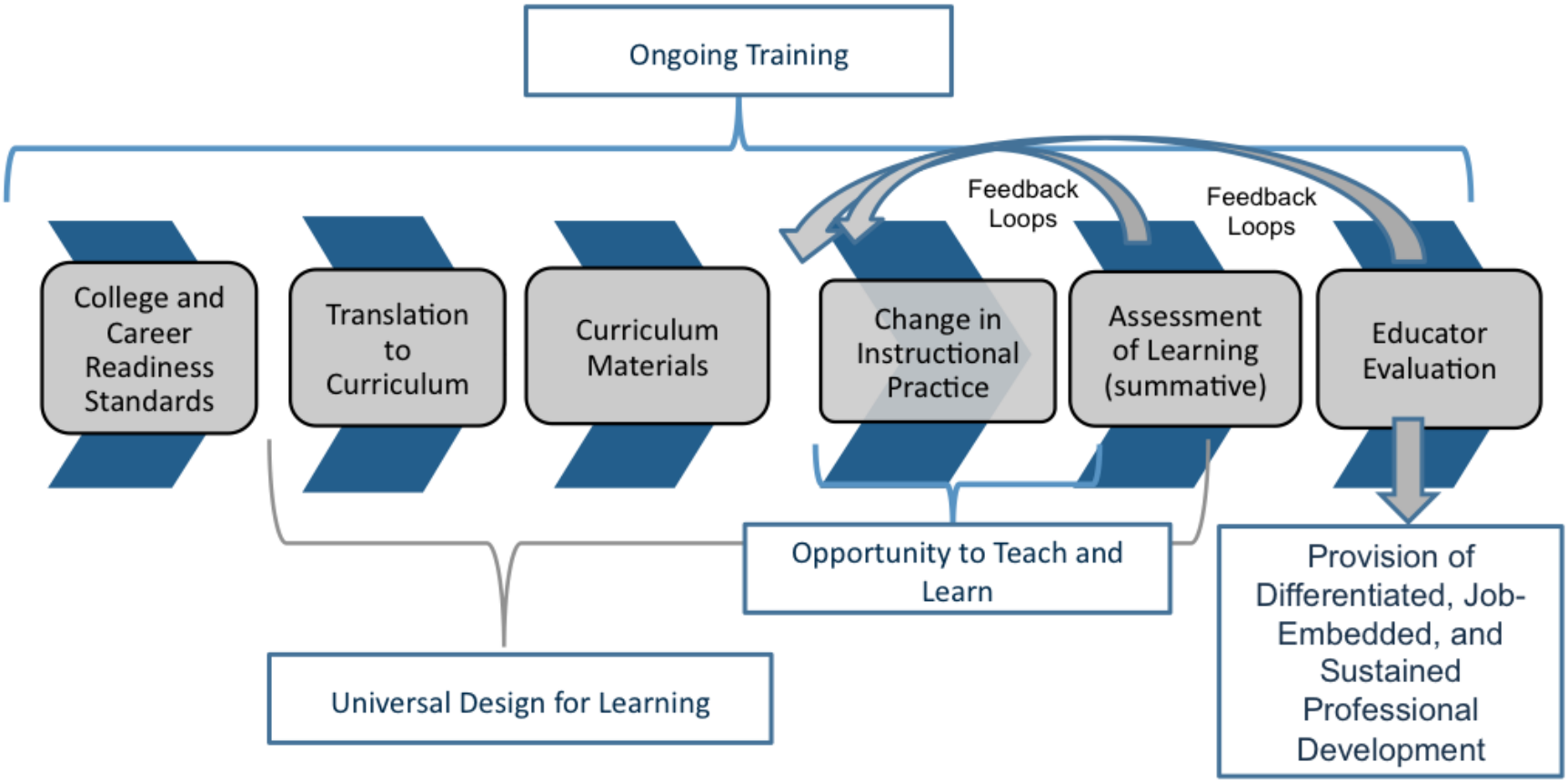
Progress Monitoring

Educator Effectiveness

Improvements in Teaching

Improvements in Learning

Making the Connections: Standards, Instruction, and Evaluation



College and Career Readiness Standards

- Expectations established by standards create an opportunity to focus on the type of instruction that is needed to help all students, including those at risk for poor learning outcomes, achieve college and career readiness.

Common Core Instructional Shifts

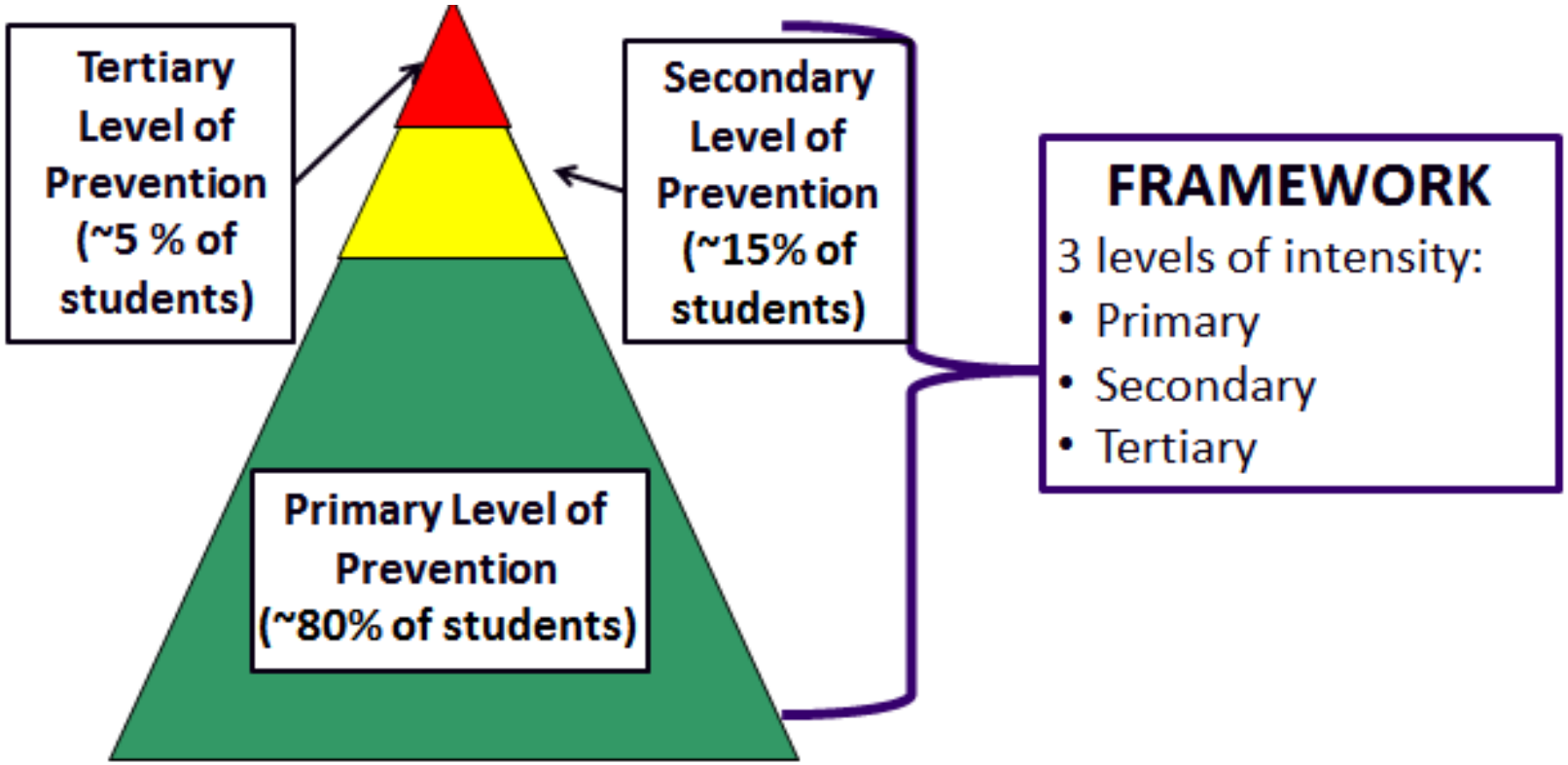
- English Language Arts
  - Balancing informational and literary text
  - Building knowledge in the disciplines
  - Staircase of complexity
  - Text-based answers
  - Writing from sources
  - Academic vocabulary
- Mathematics
  - Focus
  - Coherence
  - Fluency
  - Deep understanding
  - Application
  - Dual intensity

Source: EngageNY, 2012

Multi-Tiered Systems of Support

- Multi-tiered systems of support provide an instructional framework that allows students to access college and career readiness instruction through tiers of services and supports that vary in intensity.

Multi-Tiered Systems of Support Framework Model



Source: National Center on Response to Intervention, 2010.

Educator Effectiveness Systems

- Educator effectiveness systems provide targeted feedback on standards-based, multi-tiered instruction to create opportunities for professional learning and continuous instructional improvement that lead to student growth.

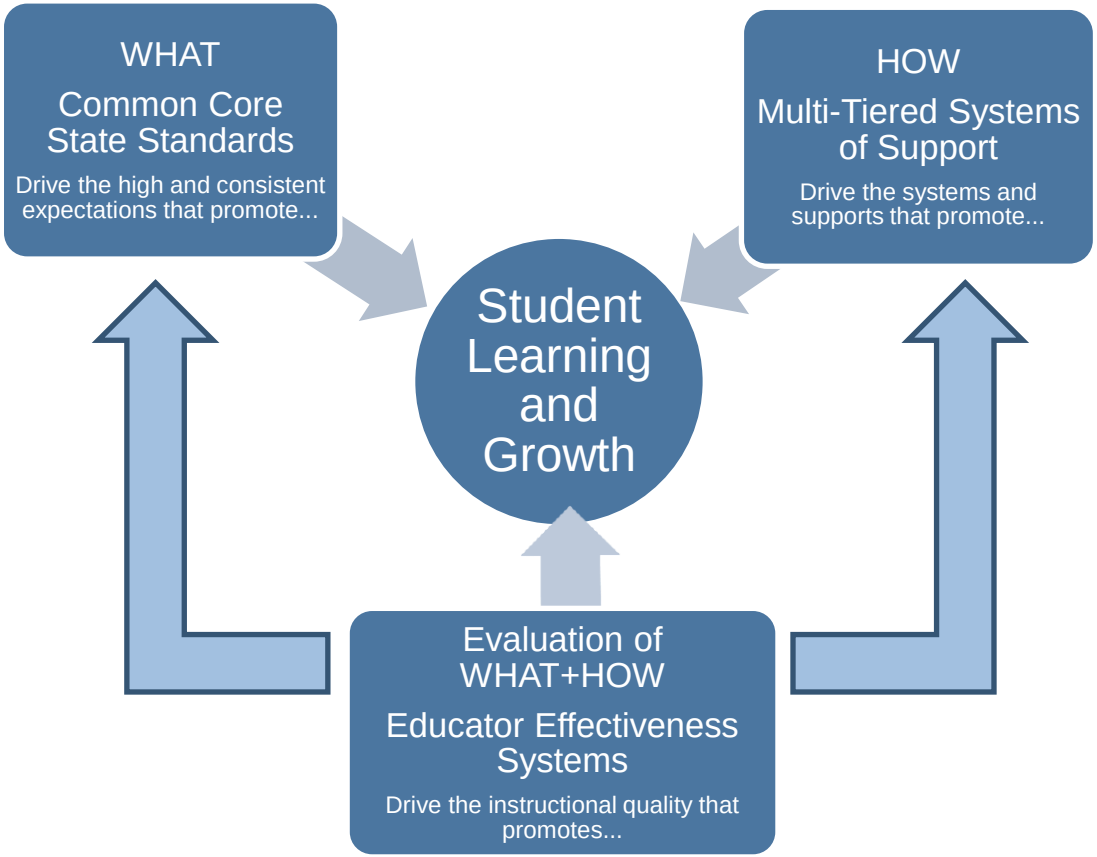
Standards-Aligned Instruction

Common Core State Standard R1.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Subskill: Previewing a text		
Core Instruction	Secondary Intervention	Intensive Intervention
▪ Introduce text by providing a preview and giving a purpose for reading as appropriate for grade level.	▪ Preteach comprehension strategies and provide an explicit preview of text to activate background knowledge. Frontload content and any potentially challenging vocabulary.	▪ Preteach content and necessary background knowledge needed for comprehension at the paragraph or sentence level when needed. ▪ Incorporate an explicit review of subject-specific and high-utility vocabulary words.

Source: National Center on Intensive Intervention, 2014

Creating Coherence



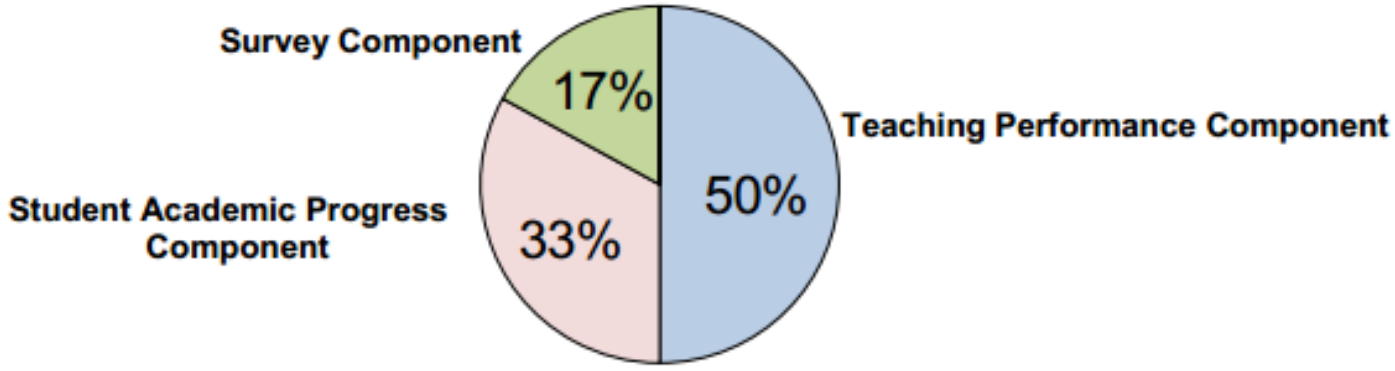
Breakout Activity

Educator Evaluation in Arizona

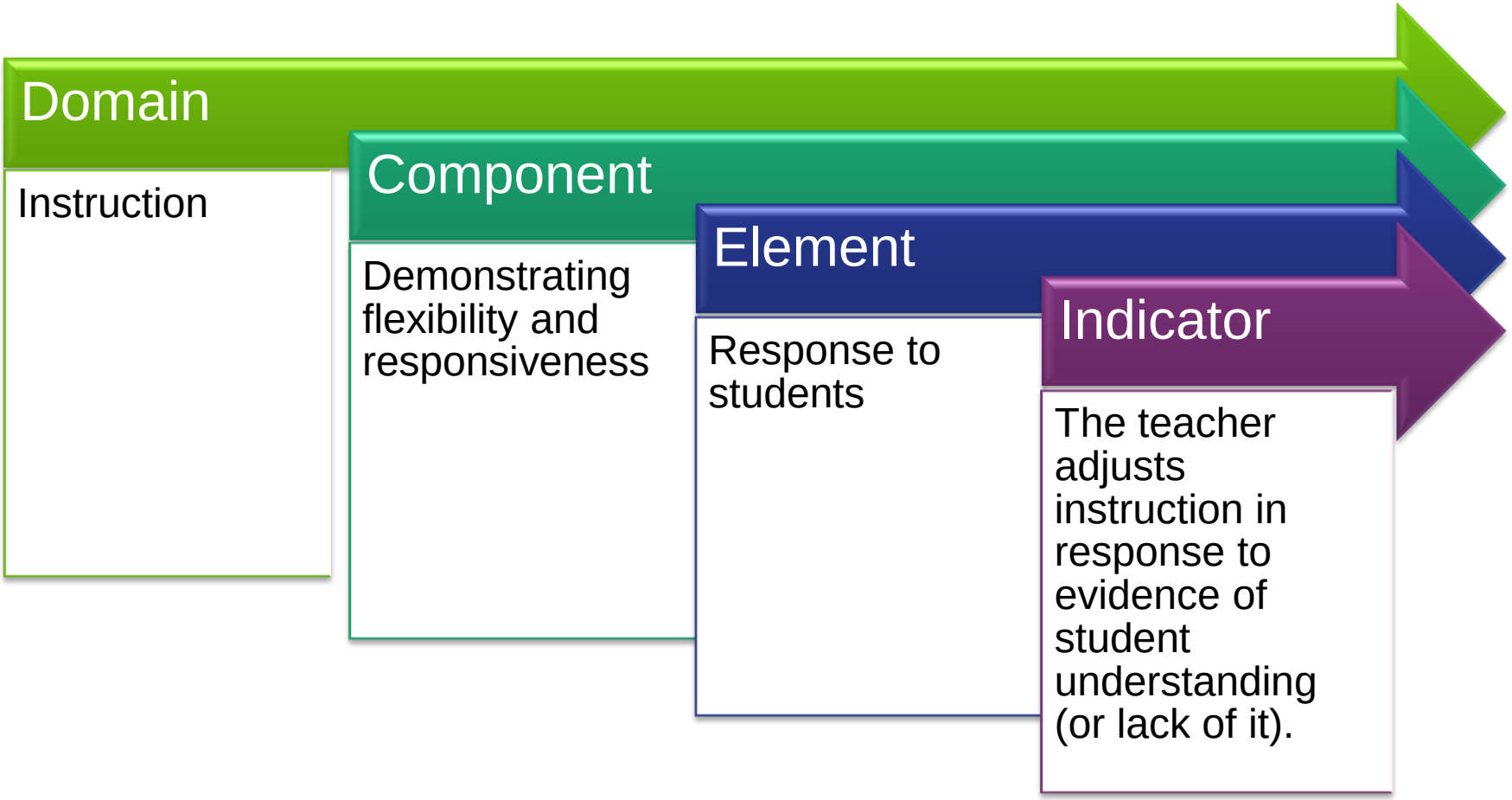
- Academic progress
  - Classroom-level data
  - School-level data
- Teaching performance and professional practice
  - Teaching performance results account for between 50 percent and 67 percent of the total evaluation outcomes.

Arizona Model for Measuring Educator Effectiveness

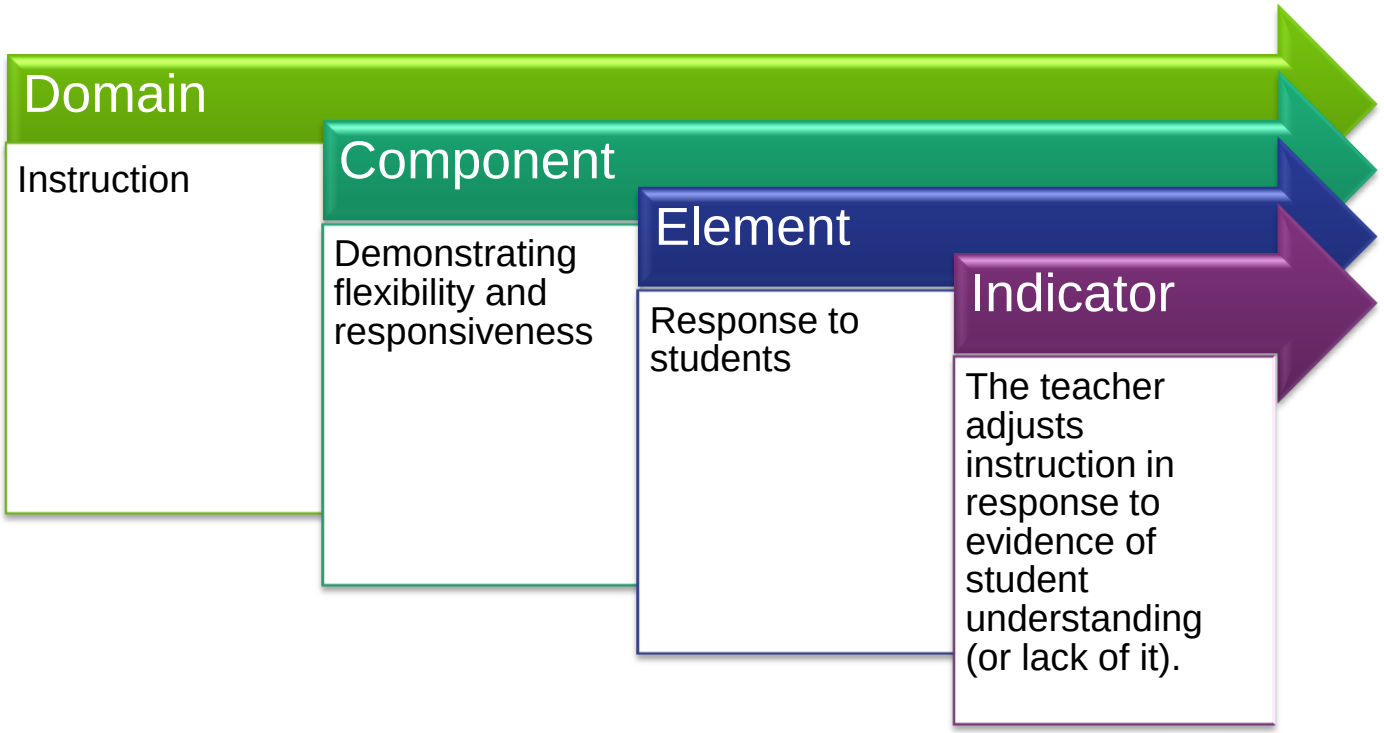
- Danielson Framework for Teaching (2013)
  - Aligns with Arizona's Professional Teacher Standards
  - Aligns with Arizona State Board of Education's adopted Framework for Measuring Educator Effectiveness
  - Teaching performance component counts for 50 percent of evaluation outcomes



Danielson Framework for Teaching



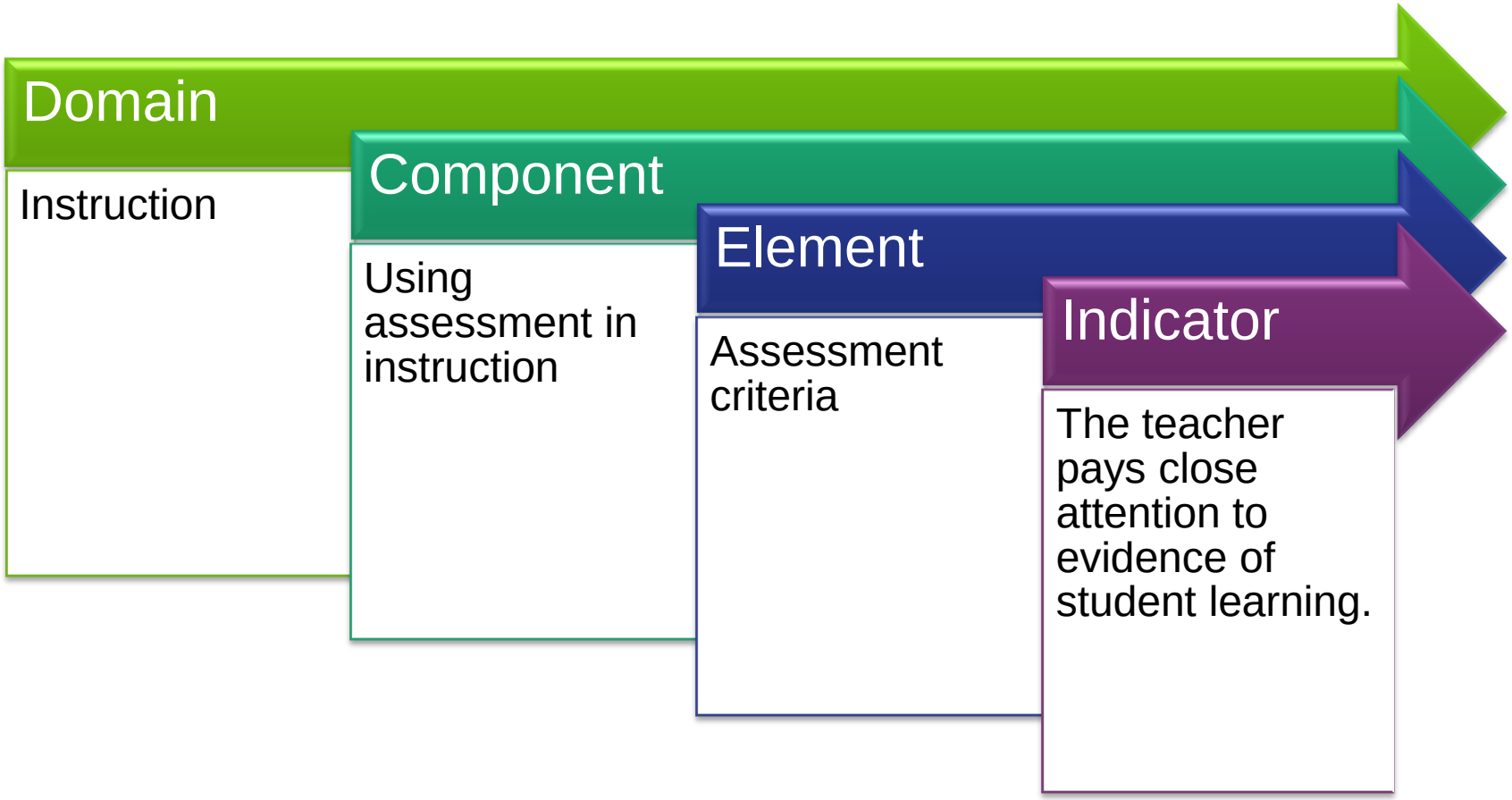
Danielson Framework for Teaching



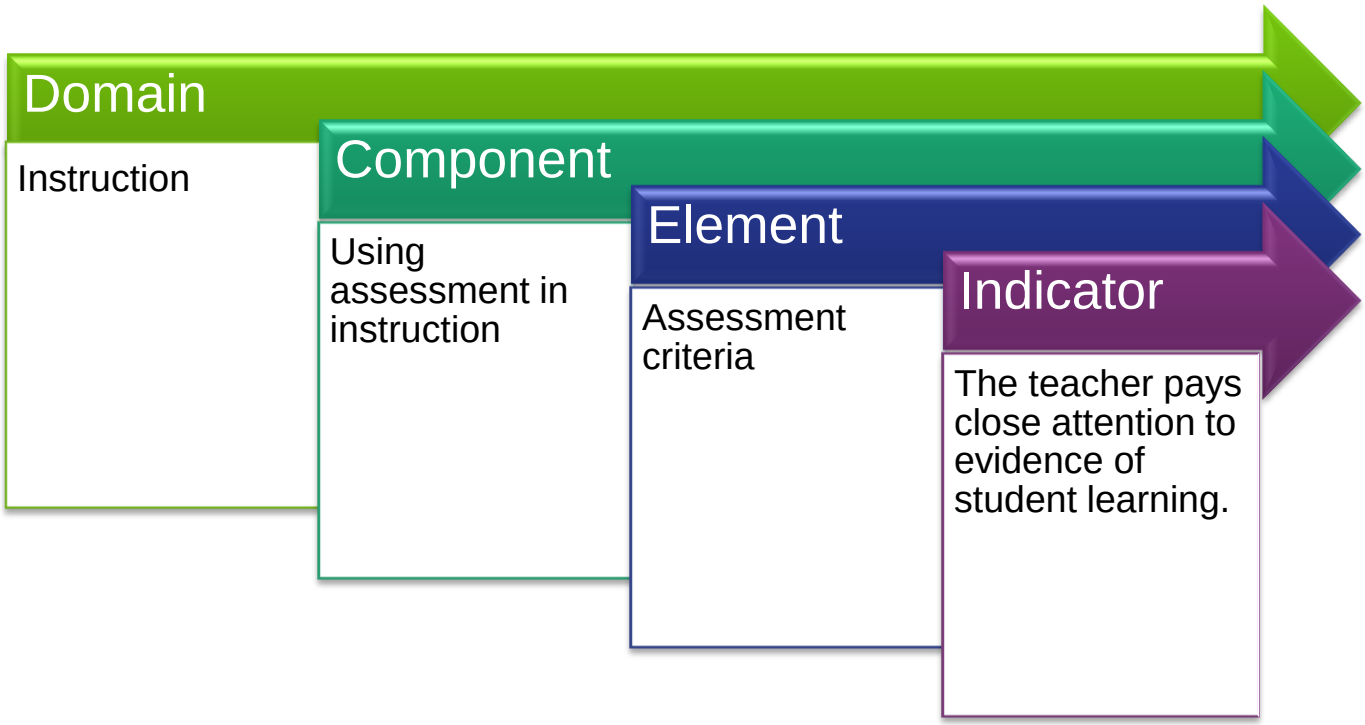
Multi-Tiered Systems of Support:

- Continual Progress Monitoring
- Instructional Adjustments

Danielson Framework for Teaching



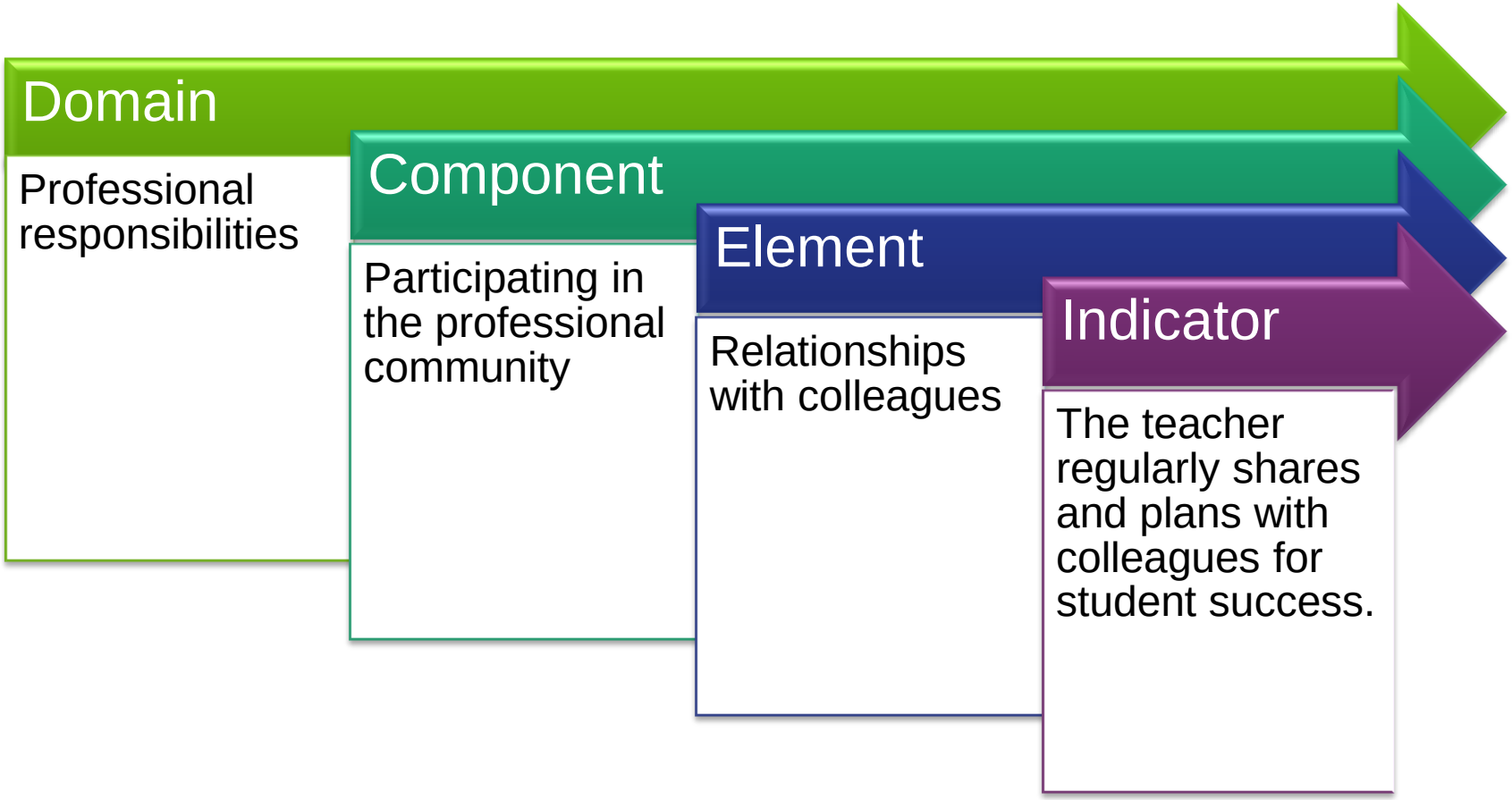
Danielson Framework for Teaching



Multi-Tiered Systems of Support:

- Universal Screening
- Progress Monitoring

Danielson Framework for Teaching



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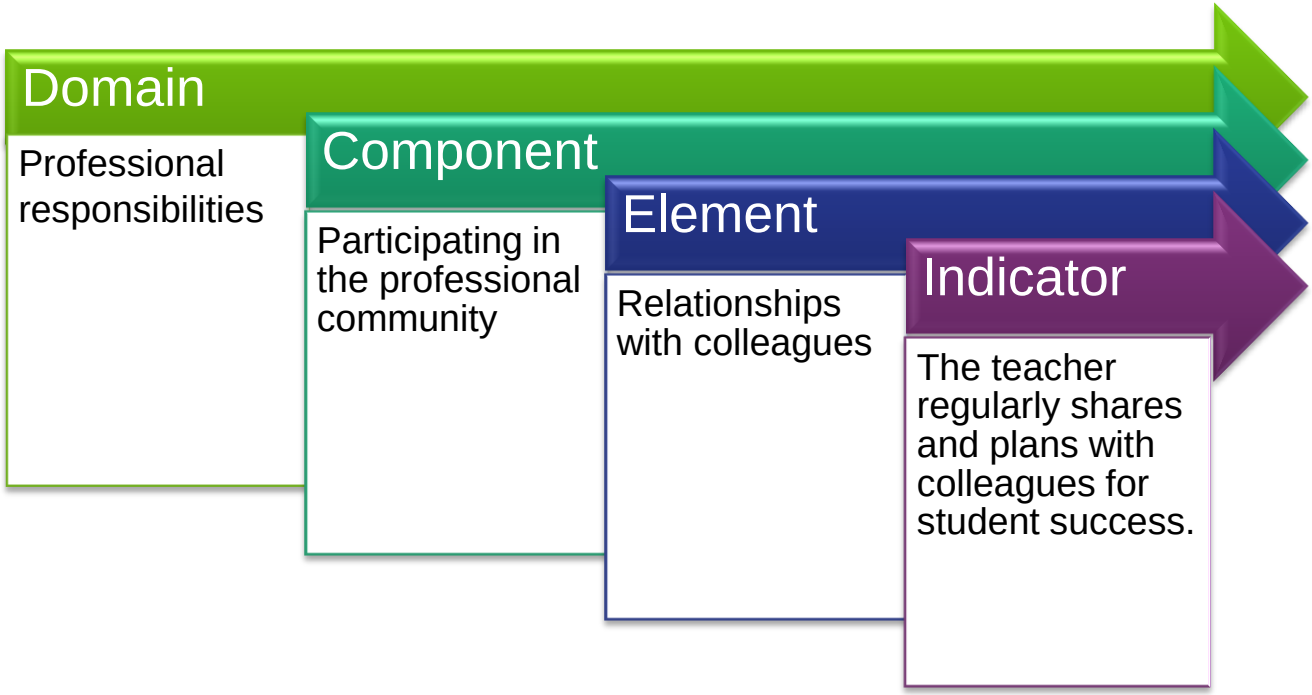

Multi-Tiered Systems of Support:

- Regular Schoolwide Data Discussions

Group Discussion

Activity: Danielson Framework for Teaching

Domain 1: Planning and Preparation

Component	Element	Indicators	Connections to Standards-Aligned, Multi-Tiered Instruction
1a: Demonstrating Knowledge of Content and Pedagogy	*Knowledge of...* ▪ Content and the structure of the discipline ▪ Prerequisite relationships ▪ Content-related pedagogy	Lesson and unit plans that reflect important concepts in the discipline	Feedback to students connects to multi-tiered systems of support because . . .
		Lesson and unit plans that accommodate prerequisite relationships among concepts and skills	
		Clear and accurate classroom explanations	
		Accurate answers to students' questions	
		Feedback to students that furthers learning	
		Interdisciplinary connections in plans and practice	
1b: Demonstrating Knowledge of Students	*Knowledge of...* ▪ Child and adolescent development ▪ The learning process ▪ Students' skills, knowledge, and language proficiency ▪ Students' interests and cultural heritage ▪ Students' special needs	Formal and informal information about students gathered by the teacher for use in planning instruction	
		Student interests and needs learned by the teacher for use in planning	
		Teacher participation in community cultural events	
		Teacher-designed opportunities for families to share their heritages	
		Database of students with special needs	

Breakout Into Domain Groups

Pink = Planning and Preparation

Orange = Classroom Environment

Blue = Instruction

Yellow = Professional Responsibilities

Jigsaw Into Framework Groups

Planning and Preparation	**Classroom Environment**
Instruction	**Professional Responsibilities**

Reflection

Conclusion

- Educator evaluation remains a hot-button issue.
- Coherence is the key!

References

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